DOCUMENT RESUME

ED 403 285 TM 025 971

TITLE	Ohio Proficiency Tests for Grade 6. Practice Test Manual. Writing, Reading, Mathematics, Citizenship, Science.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	95
NOTE	34p.; For Practice Test Booklet, see TM 025 970; for information guide, see TM 025 969.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Achievement Tests; *Citizenship; Elementary School Students; Elementary School Teachers; *Grade 6; Intermediate Grades; *Mathematics Tests; *Reading Tests; *Science Tests; Scoring; State Programs; Testing Programs; Test Items; *Writing Tests
IDENTIFIERS	*Ohio Sixth Grade Proficiency Test; Practice Tests

ABSTRACT

This manual contains directions for the teacher and oral directions to be read to students taking the practice tests of the Ohio Proficiency Tests for grade 6. Directions are ordered in the sequence of the sections in the Practice Test booklet (writing, reading, mathematics, citizenship, and science), and they are similar, but not identical, to the directions for the actual proficiency tests. Directions for preparing for the practice test session and administering the test sections are given in the first eight sections of this manual. The practice test consists of 2 writing exercises, 18 reading questions, 23 mathematics questions, 23 citizenship questions, and 23 science questions. Section 9 of this manual contains the answer key for the multiple-choice items and the scoring guidelines for the short-answer and extended-response questions. Section 10 lists the practice test items by the learning outcomes defined by the State Board of Education, and Section 11 contains the rubric for scoring writing. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM

ED 403 285

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
T. SANDERS
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Ohio Proficiency Tests for Grade 6

Practice Test Manual

Writing
Reading
Mathematics
Citizenship
Science

TM025971

BEST COPY AVAILABLE

Ohio Department of Education
Columbus, Ohio
1995

Table of Contents

Content		Page
I.	Introduction	2
II.	Preparing for the Practice Test Session	2
III.	Administering the Practice Test	3
IV.	Directions for the Writing Section of the Practice Test	4
V.	Directions for the Reading Section of the Practice Test	9
VI.	Directions for the Mathematics Section of the Practice Test	10
VII.	Directions for the Citizenship Section of the Practice Test	11
VIII.	Directions for the Science Section of the Practice Test	12
IX.	Answer Key and Scoring Guidelines	
	Reading	13
	Mathematics	16
	Citizenship	19
	Science	22
X.	Practice Test Items by Learning Outcomes	25
XI.	Scoring Rubric for the Writing Practice Test	29

I. INTRODUCTION

The practice test consists of test items that are similar to those that appear on the Ohio Sixth-grade Proficiency Tests. The practice test consists of two writing exercises, 18 reading questions, 23 mathematics questions, 23 citizenship questions, and 23 science questions. Section IX of this manual contains the answer key for the multiple choice questions and the scoring guidelines for the short-answer and extended-response questions. Section XI contains the rubric for scoring writing.

This manual contains instructions for the teacher as well as oral directions to be read aloud to the students. Read the appropriate script to your students, paying careful attention to the instructions for the teacher that are inserted between the oral directions. **The information to be read aloud to students is indented and printed in bold type.** Instructions for the teacher are in regular margins.

The directions are ordered according to the sequence of the sections in the Practice Test Booklet (writing, reading, mathematics, citizenship, science), but can be used even if the practice test is given in another sequence. It should be noted that the directions in this manual are similar, **but not identical**, to the directions that will be given to students in the Ohio Sixth-grade Proficiency Tests. Because the Ohio Sixth-grade Proficiency Tests are untimed tests, no instructions about time allotment for completing each section of the practice test are included in these directions except for the break. However, each teacher should decide the amount of time students will need to finish each section of the practice test and set time allotments accordingly.

Appropriate modifications in test format and test administration procedures should be made to enable those disabled students who will not be exempt from the proficiency tests to gain the benefit of taking the practice test.

The practice test booklets for the Ohio Sixth-grade Proficiency Tests were designed so that students would write their responses in a separate Answer Booklet.

II. PREPARING FOR THE PRACTICE TEST SESSION

You will need to provide work space for each student that is large enough to accommodate an open test booklet and an Answer Booklet. Work spaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.

Plan to provide pencils and erasers for students. (Plan that each student has two #2 pencils and an eraser. Plan to provide extra pencils as needed.) Tell

students to have a book to read or some other work to do when they finish the practice tests.

III. ADMINISTERING THE PRACTICE TEST

Read aloud **word for word** the material that is printed in **bold** type and preceded by the word "Say." The words in **bold** type are not meant to match exactly with any words in the student booklet. The material in regular type is information for you and should not be read to students. You may repeat any part of these directions as many times as needed. You may clarify directions. However, do not suggest ideas or answers and do not evaluate student work. Do not give any examples or answer questions about the students' writing. You may only answer questions about the test directions.

The practice test is a half-length version of the operational form of the test. A break is included in the directions for the writing section of the test to allow students to become familiar with the procedure. Use your judgment as to whether you will include a break with the practice test.

Students are not permitted to use reference materials (print or electronic forms of dictionaries, thesauruses, or spell-check software). Modifications are permitted for students with a signed IEP. Students' desks should be cleared of all materials except a pencil. When you distribute the test booklets, keep one on hand for your own use.

After students are seated in the desired arrangement and prior to distributing the test booklets, speak slowly and distinctly,

Say:

Today you are going to take the practice test version of the Ohio Sixth-grade Proficiency Tests. Please try to do your best work on this test. Remember to do your own work—you are not to copy or share your work with anyone.

Before we begin, choose a book to read or some work that is not related to this test that you can do at your desk in case you finish before everyone else is finished. Put it where you can find it easily. I will refer to this book or work as your silent work.

Make sure that you have a pencil on your desk. If you need another pencil during the test, raise your hand and I will give you one. I will pass out the test booklets now. Place your booklet on your desk and wait until I give further directions. Do not open the test booklet.

When all booklets have been distributed, hold up a test booklet and point to

the top of the cover page. The students are to print their names at the top of the cover page.

Say:
Print your name carefully at the top of the test booklet cover.

Allow time for students to print their names. Once the students have printed their names, this procedure does not need to be repeated for each section of the test.

IV. DIRECTIONS FOR THE WRITING SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You will now take the writing section of the practice test. You are going to do a pre-writing activity and two writing activities, Exercise A and Exercise B. As you go through the writing practice test, you will write, then revise and edit your work with a checklist.

If you are not sure about the directions, they are printed in the test booklet for each activity. Once you have started writing, I cannot give you any examples or answer questions about your writing. If you have any questions about the test directions, raise you hand and I will help you after the others have begun.

You will use a pencil to write your story and directions. You may make any editing changes in your work. If you need to change your writing, make sure you cross out or erase completely the writing you do not want on the test. You may not use a dictionary or thesaurus in your writing. Spell the words the best way you know. Remember that writers often make changes as they work. Look back at your pre-writing page. You may decide to use some of the ideas that you wrote down.

(If students have any questions about editing changes, you may tell them that any editing changes they make to their writing will not count against them in scoring. While they should write legibly, crossing out and erasing are acceptable.)

Do you have any questions about what you are to do? (Pause for students' questions.) **After 35 minutes, we will take a five-minute break. After you begin, you should continue until I announce the break. Now I will read the story. Please turn to page 4.** (Pause while the students

turn to page 4. Remind them to turn to the page if they do not.) **Silently follow along as I read the story *The Seven Treasure Hunts* aloud to you.**

(Read the story.)

From The Seven Treasure Hunts, by Betsy Byars.

Last Saturday, Goat and I hid treasures for each other to find. My treasure was seven pennies, a knife with one blade, a decal, and a balloon, all stuffed in a Band-Aid box. I buried it in a pot of flowers on my front porch.

Then I made a map that was very tricky. It would lead Goat all over the neighborhood. And not only was it tricky, it looked like a real pirate map. I had drawn it on brown paper and burned the edges. I was proud of that map.

After I finished, I went to the corner where Goat and I had planned to meet. Goat had probably been busy hiding a treasure for me and making a map, and he looked pleased too. He had a big smile on his face.

"Here you go, Goat my Pal," I said.

I handed him my map. He handed me a dirty scrap of paper.

"What's this?" I asked.

"Clues."

"Clues? You were supposed to draw a map." I looked at the piece of paper. It was so little, it was hard to read.

Finally I made out:

4 to the right. 6 to the left. 7 across. 1 ahead. 2 sideways. Look up.

"What's this, Goat?" I asked again, but Goat was already running down the sidewalk.

It looked to me as if he were heading straight for my house, straight for the pot of flowers.

4 to the right. Quickly I took four steps to the right. *6 to the left.* I did that. *7 across, 1 ahead, 2 sideways.*

I looked up. All I could see were some clouds in the sky.

"Goat!" I ran after him. When I got to my house, he was standing on the porch. He was pulling my mom's pansies out of the pot, spilling the dirt all over.

He reached in and came up with the Band-Aid box.

"Ta-daaa!" he said.

"Goat, you didn't even use the map. I spent all morning on that map!"

"I didn't need it," Goat said. "I saw a piece of pansy on your watch—look, right there. Then I knew—you hid it in the old pansy pot."

Say:

Remember, you will do three activites—the pre-writing activity, Exercise A, and Exercise B. As you finish one activity, go on to the next activity. You may go back to the story at any time. Now you may begin the test.

Observe the time and write it down.	start time _____
	break time _____
	resume time _____
	stop time _____
Remember that you will set the time period you think is appropriate for the students to complete the practice test.	

Observe students to determine that they have understood directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly. Answer any questions

they have about procedure and correct anyone who is not following directions. Do not give them any examples, point out mechanical errors, or advise them about structure.

At the end of exactly 30 minutes,

Say:

In five minutes, we will take a five-minute break.

At the end of exactly 35 minutes,

Say:

Stop. Put your pencil down, and close your test booklet. We will now take a five-minute break. Do not take anything out. You may not work on the test or your silent work at this time. During the break, you may not walk around the room or talk to other students.

Allow students a five-minute break. Booklets may remain on students' desks, but must be closed. At the time of the break, it is possible that the students will be at different places in the test. This is all right. Some students will work at a faster pace and some will work at a slower pace.

When the time for the break has passed (five minutes),

Say:

Now you are going to complete the writing practice test. When you see the word STOP in your test booklet, you have completed the writing practice test. You may look over the pages of the writing practice test to make sure you have tried your best on both writing exercises. When you have finished the writing practice test completely, put your pencil down and close your test booklet. I will collect your test booklet. Once your test booklet has been collected, you may take out your silent work. If you have any questions, raise your hand and I will help you after the others have begun. Remember, when you have finished checking Exercise A and you are satisfied with it, you may go ahead to Exercise B. You should complete both exercises.

Now turn to the page where you stopped before the break. (Pause.) **Does everyone have the right place?** (Pause to do a visual check.) **You may begin.**

Observe students to determine that they have understood directions. First help those students who have questions. Then circulate among the students, checking that they are recording their answers properly.

When students have completely finished their test, collect their test booklets. They may read or work on what they have selected prior to the start of the test.

If any students are still working at the end of the test time period you determined appropriate,

Say:

Stop. Put your pencil down, and close your test booklet. I will now collect the test booklets.

Collect all the test booklets from the remaining students.

V. DIRECTIONS FOR THE READING SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the reading section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.

There are several important things to remember:

1. **Read each selection to see what it is about. You may look back at the reading selection as often as necessary.**

2. **Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best in your Answer Booklet.**

3. **When you are asked to write your answers, write them neatly and clearly on the lines or in the box provided in your Answer Booklet.**

4. **When you are asked to select the answer, make sure you fill in the circle for your answer in the Answer Booklet.**

5. **If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.**

6. **If you finish the test early, you may check over your work.**

7. **DO NOT write or mark your answers directly in your Test Booklet.**

8. **When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the reading section of the practice test.**

Do you have any questions about what you are to do? (Answer students' questions.) **When you finish, close your booklet.**

Please open your Practice Test Booklets to page 10. Open your Answer Booklets to page 25. You may begin reading in your Practice Test Booklet now.

VI. DIRECTIONS FOR THE MATHEMATICS SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the mathematics section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.

There are several important things to remember:

1. **Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best in your Answer Booklet.**

2. **When you are asked to write your answers, write them neatly and clearly on the lines or in the box provided in your Answer Booklet. It is not necessary to erase your work.**

3. **When you are asked to select the answer, make sure you fill in the circle for your answer in your Answer Booklet.**

4. **If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.**

5. **If you finish the test early, you may check over your work.**

6. **DO NOT write or mark your answers directly in your Test Booklet.**

7. **When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the mathematics section of the practice test.**

Do you have any questions about what you are to do? (Answer students' questions.) **When you finish, close your booklet.**

Please open your Practice Test Booklets to page 20. Open your Answer Booklets to page 27. You may begin now.

VII. DIRECTIONS FOR THE CITIZENSHIP SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the citizenship section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.

There are several important things to remember:

1. **Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best in your Answer Booklet.**

2. **When you are asked to write your answers, write them neatly and clearly on the lines or in the box provided in your Answer Booklet.**

3. **When you are asked to select the answer, make sure you fill in the circle for your answer in your Answer Booklet.**

4. **If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.**

5. **If you finish the test early, you may check over your work.**

6. **DO NOT write or mark your answers directly in your Test Booklet.**

7. **When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the citizenship section of the practice test.**

Do you have any questions about what you are to do? (Answer students' questions.) **When you finish, close your booklet.**

Please open your Practice Test Booklets to page 32. Open your Answer Booklets to page 29. You may begin now.

VIII. DIRECTIONS FOR THE SCIENCE SECTION OF THE PRACTICE TEST

Instructions in Sections II and III should be followed before proceeding with the following directions.

Say:

You now will take the science section of the practice test. The test consists of three different types of questions: multiple choice, short answer, and extended response.

There are several important things to remember:

1. **Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, read it carefully to help you answer the question. Then choose or write the answer that you think is best in your Answer Booklet.**

2. **There may be sets or passages in this test. These are "sets" of two or more questions that refer to a graph, table, or drawing. Read any directions in these sets carefully.**

3. **When you are asked to write or draw your answers, write them neatly and clearly on the lines or in the box provided in the Answer Booklet.**

4. **When you are asked to select the answer, make sure you fill in the circle next to the answer in your Answer Booklet.**

5. **If you do not know the answer to a question, skip it and go on. You may return to it later.**

6. **If you finish the test early, you may check over your work.**

7. **DO NOT write or mark your answers directly in your Test Booklet.**

8. **When you reach the word STOP in your booklet, do not go on until you are told to turn the page. Work only on the science section of the practice test.**

Do you have any questions about what you are to do? (Answer students' questions.) **When you finish, close your booklets.**

Please open your Practice Test Booklets to page 48. Open your Answer Booklets to page 31. You may begin now.

IX. ANSWER KEY AND SCORING GUIDELINES

Reading

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	B	1
2	C	1
3	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2
4	A	1
5	B	1
6	A 4-point response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the reading selection. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly. A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretations, failure to address some aspect of the item, or the omission of some detail.	4

	A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication. A 1-point response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item, or inability to make coherent meaning from the text. A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.	
7	C	1
8	C	1
9	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2
10	A	1
11	B	1
12	B	1
13	B	1

14	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2
15	C	1
16	A	1
17	B	1
18	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text. A 0 is assigned if the response indicates no understanding of the concept or item.	2

Mathematics

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	B	1
2	B	1
3	D	1
4	D	1
5	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
6	C	1
7	A	1
8	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
9	C	1
10	B	1

11	A 4-point response contains an effective solution. It shows complete understanding of the concept or task and thoroughly addresses the points relevant to the solution. It contains logical reasoning and valid conclusions, communicates effectively and clearly through writing and/or diagrams, and includes adequate and correct computations and/or set up when required. It may go beyond the requirements of the item. A 3-point response contains minor flaws. Although it indicates an understanding of the concept or item, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning and/or computation, or neglects to address some aspect of the item. A 2-point response indicates gaps in understanding and/or execution. It contains some combination of the following flaws: an incomplete understanding of the concept or item, failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant mathematical procedures or concepts. A 1-point response indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant mathematical procedures or concepts, or it omits a significant part of the item and solution or response. A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.	4
12	A	1
13	C	1
14	D	1

15	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
16	C	1
17	C	1
18	C	1
19	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2
20	D	1
21	C	1
22	D	1
23	A 2-point response shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations. A 1-point response contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error. A 0 is assigned if the response indicates no mathematical understanding of the concept or task or if the student fails to respond to the item.	2

Citizenship

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	D	1
2	A	1
3	D	1
4	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if the response indicates no understanding of the concept or item.	2
5	A	1
6	D	1
7	C	1
8	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if the response indicates no understanding of the concept or item.	2
9	A	1
10	D	1
11	B	1

12	A 4-point response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, and detailed, and demonstrates a thorough understanding of the concept or item. It contains logical reasoning and communicates effectively and clearly. A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, a neglect in addressing some aspect of the concept or item, or some missing details. A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication. A 1-point response demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text. A 0 is assigned if the response indicates no understanding of the concept or item.	4
13	B	1
14	B	1
15	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the	2

	concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if the response indicates no understanding of the concept or item.	
16	D	1
17	C	1
18	D	1
19	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if the response indicates no understanding of the concept or item.	2
20	C	1
21	D	1
22	D	1
23	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item. A 0 is assigned if the response indicates no understanding of the concept or item.	2

Science

Item No.	Answer Key and Scoring Guidelines	Maximum Points
1	C	1
2	B	1
3	D	1
4	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2
5	A	1
6	B	1
7	B	1
8	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task.It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2
9	A	1
10	C	1
11	C	1
12	A 4-point response contains an effective solution. It shows complete understanding of the concept or task	4

	and thoroughly addresses the points relevant to the solution. It contains logical reasoning and valid conclusions, communicates effectively and clearly through writing and/or diagrams, and includes accurate and correct set-up when required. It may go beyond the requirements of the item. A 3-point response contains minor flaws. Although it indicates an understanding of the concept or task, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning and/or knowledge, or neglects to address some aspect of the task. A 2-point response indicates gaps in understanding and/or execution. It contains some combination of the following flaws: an incomplete understanding of the concept or task, failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant scientific procedures or concepts. A 1-point response indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or task, failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant scientific procedures or concepts, or it omits significant parts of the item and solutions or response. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	
13	D	1
14	A	1
15	D	1
16	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed.	2

	A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	
17	B	1
18	C	1
19	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2
20	A	1
21	D	1
22	B	1
23	A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or task. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed. A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or task. It contains minor flaws in reasoning or neglects to address some aspect of the concept or task. A 0 is assigned if the response indicates no scientific understanding of the concept or task.	2

X. PRACTICE TEST ITEMS BY LEARNING OUTCOMES

The Practice Test was designed to reflect the average difficulty level of the Ohio Sixth-grade Proficiency Tests and to illustrate many of the student outcomes and content strands used in reporting student performance.

For a detailed description of these classifications, see the Information Guide for the Ohio Proficiency Tests for Grade 6.

Reading

Item No.	Strand	Outcome
1	Constructing/Examining Meaning in Fiction	2
2	Constructing/Examining Meaning in Fiction	1
3	Constructing/Examining Meaning in Fiction	3
4	Extending Meaning in Fiction	5
5	Extending Meaning in Fiction	9
6	Extending Meaning in Fiction	6
7	Extending Meaning in Fiction	5
8	Constructing/Examining Meaning in Fiction	3
9	Constructing/Examining Meaning in Fiction	1
10	Extending Meaning in Fiction	7
11	Extending Meaning in Fiction	8
12	Constructing/Examining Meaning in Nonfiction	11
13	Constructing/Examining Meaning in Nonfiction	10
14	Extending Meaning in Nonfiction	15
15	Constructing/Examining Meaning in Nonfiction	12
16	Constructing/Examining Meaning in Nonfiction	10
17	Extending Meaning in Nonfiction	16
18	Constructing/Examining Meaning in Nonfiction	12

Mathematics

Item No.	Strand	Outcome	Level of Usage*
1	Measurement	17	A
2	Geometry	12	A
3	Data Analysis and Probability	24	C
4	Numbers and Number Relations	7	A
5	Data Analysis and Probability	21	C
6	Problem-Solving Strategies	4	C
7	Measurement	16	A
8	Geometry	11	C
9	Numbers and Number Relations	10	C
10	Problem-Solving Strategies	5	C
11	Patterns, Relations, & Functions	2	C
12	Data Analysis and Probability	22	C
13	Estimation & Mental Computation	20	A
14	Algebra	13	K
15	Numbers and Number Relations	8	K
16	Numbers and Number Relations	9	A
17	Measurement	18	C
18	Data Analysis and Probability	23	A
19	Algebra	15	K
20	Problem-Solving Strategies	3	K
21	Patterns, Relations, & Functions	1	A
22	Algebra	14	K
23	Numbers and Number Relations	19	A

* K = Knowledge and Skills
C = Conceptual Understanding
A = Applications and Problem Solving

Citizenship

Item No.	Strand	Outcome
1	American Heritage	1
2	World Interactions	11
3	People in Societies	5
4	Democratic Processes	18
5	World Interactions	8
6	Citizenship Rights and Responsibilities	19
7	Decision Making and Resources	13
8	People in Societies	6
9	Decision Making and Resources	14
10	Democratic Processes	16
11	Citizenship Rights and Responsibilities	22
12	American Heritage	3
13	Democratic Processes	17
14	American Heritage	2
15	World Interactions	9
16	American Heritage	4
17	Decision Making and Resources	12
18	World Interactions	9
19	Citizenship Rights and Responsibilities	20
20	World Interactions	10
21	People in Societies	7
22	Citizenship Rights and Responsibilities	21
23	Decision Making and Resources	15

Science

Item No.	Strand	Outcome	Level of Usage*
1	Nature of Science	1	PR
2	Physical Science	6	PR
3	Physical Science	9	AC
4	Earth and Space Science	13	EX
5	Nature of Science	5	PR
6	Life Science	14	AC
7	Life Science	15	PR
8	Physical Science	8	EX
9	Life Science	17	PR
10	Nature of Science	4	PR
11	Life Science	15	AC
12	Nature of Science	2	PR
13	Earth and Space Science	11	AC
14	Earth and Space Science	13	EX
15	Earth and Space Science	12	PR
16	Life Science	17	PR
17	Nature of Science	5	EX
18	Physical Science	10	AC
19	Physical Science	7	EX
20	Nature of Science	3	PR
21	Nature of Science	3	EX
22	Physical of Science	8	AC
23	Life Science	16	AC

* AC = Acquiring Scientific Knowledge
PR = Processing Scientific Knowledge
EX = Extending Scientific Knowledge

XI. SCORING RUBRIC FOR THE WRITING PRACTICE TEST

The rubric is a 4-point scale. These numbers represent the different levels of writing proficiency demonstrated based in the learning outcomes.

These are intended to describe the characteristics of most papers at a particular score point. The aim is to determine the best fit; a paper at any given score point may not meet all characteristics.

Score Point	The Writing...
4	Focuses on the topic Has ample supporting details Has a logical structure that flows naturally with a beginning, middle, and end Has a mature use of language with a consistent variety of words and sentence patterns Shows an awareness of word usage and spelling patterns in commonly used words Has capital letters at the beginning of sentences and for proper nouns, and Has correct end punctuation.
3	Is generally related to the topic Has adequate supporting details Has a logical order with an apparent beginning, middle, and end, although some lapses may occur Has word choices that are generally adequate Has sentences that are mostly complete Has occasional word usage errors that do not interfere with the message Has correct spelling in commonly used words Has correct capitalization (at the beginning of sentences and for proper nouns) Has correct end punctuation.
2	Demonstrates an awareness of the topic but may include extraneous or loosely related material Includes some supporting details Shows an attempt at organizing the paper around a beginning, middle, and end Has limited vocabulary Has word usage errors that interfere with the message Has commonly used words spelled correctly with few exceptions, and Shows knowledge of the conventions of punctuation.

1	Is only slightly related to the topic Offers few details Exhibits little or no evidence of an organizational structure with a beginning, middle, or end Has limited or inappropriate vocabulary that obscures meaning Has gross errors in sentence structure Has gross errors in word usage that impede communication Has commonly used words frequently misspelled, and Has frequent and blatant errors in basic punctuation.
0	Is illegible Does not contain enough text, or Displays a flagrant disregard of the topic.

Ohio Department of Education
Assessment Center
65 South Front Street, Room 207
Columbus, OH 43215-4183
(614) 466-0223

Practice Test Manual

The Ohio Department of Education does not discriminate on a basis of
race, color, national origin, sex, religion, age, or disability
in employment or the provision of services.